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ABSTRACT

This document is the first annual report of the Center for the Teaching Professions at Northwestern University. The specific objectives of the Center that were proposed to the sponsoring agency, the W. K. Kellogg Foundation, are: (1) to improve the teaching of prospective teachers and present members of the faculty in a variety of fields at Northwestern; (2) to service other educational institutions and professional organizations to improve their teaching programs; and (3) to serve as a model for similar centers at other universities. The efforts for the first year of operation at the Center are related to 3 broad areas of concern: (1) instructional improvement projects involving the time and effort of individual faculty members throughout the university; (2) the improvement of instruction involving graduate students, and concern for the inclusion of teaching competence as a parallel goal to competence in research skills in Ph.D. programs; and (3) programs involving opportunities for faculty to become identified with the Center in a way that would help them develop a program of self-education and that would make the resources of the Center available to them for the development of any creative teaching plans they wish to explore. The specific implementations of these objectives are described in the paper. (HS)

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THE CENTER FOR THE TEACHING PROFESSIONS

A REPORT TO THE KELLOGG FOUNDATION
ON OPERATIONS FOR THE YEAR 1969-70

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

To view education in the mid-years of the twentieth century is to become aware of shaping influences responsible for leading education away from a concern with the one activity which gives education meaning--teaching. Hopefully, the decade of the seventies will witness a renaissance of creative and meaningful teaching from kindergarten through college. Nowhere is a re-evaluation of the teaching function more desperately needed than in the field of higher education. While our colleges and universities publicly proclaim their commitment to teaching, their reward systems clearly proclaim research and related activities as the primary concern of those who wish to advance in their profession.

Most critics of the academic scene call for reform within colleges and universities as the necessary condition for a return to the traditions of teaching and learning which should ideally govern the life of a university. Often overlooked is the fact that the life of any educational institution is defined by the values of the individuals who collectively represent that institution. For educational institutions this means predominately the teachers and students. Much evidence today indicates that students are well aware of the lack of good teaching in the schools and colleges they attend. This is particularly true at the university level where students have learned to be perceptive critics of their mentors. Educational reform will be difficult and painful until, and unless, the professions themselves accept the responsibilities which they have toward meaningful teaching to the same degree that the professions now emphasize their responsibilities for scholarship and research. The ongoing renewal of any profession, from one generation of participants to another, is as much a function of the manner in which members of the profession teach each other as it is a result of the creative scholarship which the profession has contributed. In universities particularly, the academic professions have consistently displayed a value system which gives higher priorities to research and scholarship than to innovative and creative teaching.

The Center for the Teaching Professions at Northwestern University was established as one model for elevating the teaching function within professions to the level of concern its importance demands. Under the administrative direction of the School of Education, the Center focuses its resources and energies on the problem of teaching within Northwestern University and in other educational contexts to provide both pre-service and in-service support for the development of more effective strategies for creative teaching and curriculum reform in all professions.

The specific objectives of The Center for the Teaching Professions which were proposed to the Kellogg Foundation are as follows:

1. To improve the teaching of prospective teachers and present members of the faculty in a variety of fields at Northwestern University;

HE 002 873

2. To service other educational institutions and professional organizations to improve their teaching programs; and
3. To serve as a model for similar Centers at other universities throughout the world.

Funded by a basic six year commitment from the Kellogg Foundation, the Center will concentrate its efforts during the first three years of activity on the improvement of instruction within Northwestern University. To accomplish this objective, the Center will become a university-wide resource to provide support and expertise to faculties in various schools and departments seeking to improve teaching and curricula.

The activities for the first year which are described below represent a concentration of effort on the first objective stated above; however, the Center initiated some involvement in teaching improvement projects outside Northwestern as a pilot test of types of programs which will best lead to cooperative efforts in other educational settings. In addition, the Center began to test strategies for involvement in funded projects concerning the improvement of teaching, but not supported by the Kellogg grant, in anticipation of self-sustaining financing beyond the sixth year of operation.

The Beginning Year 1969-1970

Formal Center activities were initiated on September 1, 1969, with the appointment of a director, Dr. B. Claude Mathis, Professor of Education and Psychology, and Associate Dean of the School of Education. He was joined by a receptionist and secretary, Mrs. Frances Vickers, and together they constituted the full-time staff of the Center for its first year of operation.

During the first month of Center operations, an Advisory Committee was appointed by Chancellor Miller and convened in the first of several meetings for the purpose of helping the Director establish liason with the several schools of the university and develop policy guidelines for Center efforts. This committee consists of one representative from each of the divisions of the university and is made up of thirteen members plus the Director of the Center as Chairman. Each member of this committee is a representative of the Center in his unit of the university. The committee has been most helpful in providing a means of developing relationships with individual faculty and departments interested in the improvement of teaching at Northwestern.

During the past year, the Director and the Advisory Committee felt that the presence of The Center for the Teaching Professions at the university could best be utilized to improve teaching through efforts related to three broad areas of concern. These are:

1. Instructional improvement projects involving the time and effort of individual faculty members throughout the university;
2. The improvement of instruction involving graduate students, and concern for the inclusion of teaching competence as a parallel goal to competence in research skills in Ph.D. programs; and

3. Programs involving opportunities for faculty to become identified with the Center in a way which would help them to develop their own program of self-education about teaching and which would make the resources of the Center available to them for the development of any creative teaching plans which they wish to explore.

During the funding year 1969-70, the Center was involved in specific instructional improvements projects in nearly all schools of the university. In instances where it was possible to do so, attempts were made to enter into a funding partnership with the individual or the department involved so that some university funds were committed to instructional improvement, along with the basic support which the Center made available. The Center concentrated its efforts on those faculty members who seemed ready and committed to change but who did not have the necessary incentive to initiate the change process. Approximately three-fourths of the projects to be described below represent funding partnerships with the departments involved. In all instances, these projects involved faculty and staff at Northwestern whose interest in change preceded their involvement with The Center for the Teaching Professions. Project commitments for the funding year 1969-70 were as follows:

The College of Arts and Sciences

The Introductory Psychology course in universities often represents an instructional problem. At Northwestern the course was traditionally taught in large lecture sections with limited personnel available to teach these lecture sections. Two years ago Professor Robert Sekuler of the Department of Psychology introduced a method of teaching the introductory course which involved an analysis of course content into identifiable single concepts around which self-instructional materials could be developed. The course was organized so that students were given the opportunity to proceed through single concept units at their own pace with opportunities during the week to participate in small discussion groups led by graduate students and advanced undergraduates. One lecture was offered to the students each week with attendance being optional. The course proved to be an immediate success with students. During the second year, Professor Sekuler saw the need to become involved more directly in the preparation of the single concept materials. The Center has provided the necessary equipment and technological support to enable this to be done. This support, together with some funds provided by the Dean of the College to pay the advanced undergraduates and graduates involved in the discussion sections, enabled the department to continue its experimentation with this plan for making the introductory course a more meaningful and relevant experience for the students.

The Center helped Professor Richard Bootzin in the Department of Psychology develop Behavioral Modification Models useful in the preparation of paraprofessional personnel as teaching aides either in public schools or in college classrooms. Professor Philip Brickman in the Department of Psychology, through Center sponsorship, is involved in developing strategies for making the introductory experience in Social Psychology more individualized and self-paced. This involves self-instructional techniques and learning materials which will give the student more control over his own learning. In addition, the Center is involved with the behavioral science departments in planning a film program which will be made available to faculty and students during the coming academic year.

During the summer of 1969, Professor Hugh Petrie of the Department of Philosophy attended a conference at Antioch College on the improvement of teaching which helped prepare him for the establishment in that department of a Graduate Student Teaching Internship Program. The Center has given Professor Petrie support throughout the year in implementing this internship by providing resources for micro-teaching and other activities which involved both graduates and undergraduates.

The introductory course in Philosophy has been redesigned to include two radically different formats for the coming year. In the fall term, the course will be offered in the traditional way with lectures by a regular faculty member and quiz sections conducted by graduate teaching assistants. In the winter quarter, however, the course will be offered as a group of small courses of approximately 20 students each. These courses will be individually designed and individually taught by graduate teaching interns working in the Department of Philosophy's internship program. This teaching program is under the direction of Professor Petrie and grew out of the initial experiences offered to him by the Center beginning in the summer of 1969. Students involved in the internship program have the resources of the Center available to them for micro-teaching, the construction of appropriate materials, and other activities which are supportive of effective teaching skills.

During the year the Center helped obtain some teaching exhibits which were brought to the campus from museums and other sources. One of these in the Department of History consisted of a photographic display of "Victoria's World" which was exhibited in the Library so that any student in the university community would have an opportunity to view it.

Professor Richard Spears of the Department of Linguistics worked with the Center during the year in the development of a Language Maintenance program which will become a part of the offerings of the Linguistics Language Laboratory during 1970-71. The Center provided support for the preparation of tapes and other materials to be used by students in the periodic maintenance of language competence.

The School of Speech

Dr. Earl Harford, Professor of Audiology, is presently engaged in cooperative efforts with the Center in investigating the use of an Audiometric Response Simulator which can be used in teaching individuals who are training for positions in Audiology. The Center has made a commitment to Dr. Harford to become involved in a funding partnership with the School of Speech for the purchase of this equipment which will be used for teaching purposes in the Department of Audiology.

The Center also provided video taping facilities for Professor Alvin Goldberg in his investigation of different approaches to the teaching of Interpersonal Communication and Group Dynamics in the Department of Public Address and Group Communication.

The School of Education

The Center for the Teaching Professions was involved in a number of instructional projects within the School of Education. Most of these represented small

support efforts which permitted the faculty member to add some dimension to his teaching which was not there before. Professor Bruce Bergland used the video taping facilities of the Center to develop video tapes for use in two summer school courses. These tapes were simulations of different types of counseling sessions. Contingent upon the success of these counseling tapes, Professor Bergland plans to introduce more self-instructional activity in his counseling courses through the use of video tape and film media. Professor Sidney Bergquist prepared a series of training tapes, both video and audio, of actual classroom presentations in the field of English education. Many of these tapes represent simulation sessions of individual testing and tutoring activity. In the field of Health and Physical Education, the Center is presently working with Professor Walter Gregg to help develop a multi-media approach to the teaching of Anatomy and Physiology.

Professors James Hall and John Wick were supported during the summer for the development of a plan to teach the introductory course in Educational Psychology in a way which will allow large sections to be handled so that maximum flexibility and self-pacing in the learning sequences is possible. This model is being developed so that it can be made available to other institutions for their use. As a result of their efforts and those of Professor Sekuler in the Department of Psychology, a course has been introduced into the curriculum of the School of Education which will allow advanced undergraduates to receive credit for participating as instructional facilitators in introductory sections of General Psychology and Educational Psychology. These undergraduates will be involved in the planning of the courses and will have a supervised participation experience in college teaching. This kind of experience allows an undergraduate to have a modified teaching internship during his junior or senior year which would parallel the opportunities for research participation already available to undergraduates.

Professors Steven Holbrook and Jon Peterson used the resources of the Center to develop multi-media presentations for the freshman introductory Education courses which they taught. Professor Joe Park was given some small amount of support to analyze more effectively a questionnaire which went to professors who teach History and Philosophy of Education in colleges and universities throughout the country. The purpose of the questionnaire was to determine their attitudes about teaching in their area of study. This questionnaire has been analyzed and the Center is planning with Professor Park the sponsorship of a joint meeting of committees of the American Philosophical Association and the Philosophy of Education Society for the purpose of pursuing ways in which these societies might better improve teaching practices in the area of Philosophy of Education.

The Graduate School of Management

During the fall quarter, the Director of the Center participated in an in-service activity for graduate assistants and beginning faculty in the Graduate School of Management who were interested in improving their teaching. Based upon their exposure to the Center through these activities, a number of faculty in the Graduate School of Management used the media facilities of the Center during the year for the preparation of teaching materials. The staff of the Center will be involved during the fall quarter of 1970 in a similar activity which will include any of the faculty of the Graduate School of Management who wish to participate.

During the year the Center provided support for Professor Thomas Prince to obtain a remote computer terminal linking the Computer Center on the Evanston Campus to his instructional facilities on the Chicago Campus. Center funds were matched by funds which Professor Prince was able to obtain from the budget of the Graduate School of Management, and this remote terminal enabled the Department of Accounting and Information Systems to utilize a number of accounting programs available throughout the country which could be obtained in tape form compatible with the computer available on the Evanston Campus. The Graduate School of Management is presently seeking funds from the National Science Foundation to expand this project.

The School of Music

During the year the portable video equipment available at the Center was used extensively by the School of Music to provide a type of micro-teaching experience involving student recitals. Many of the practice sessions preceding student recitals were taped by students and critically evaluated by the student and the teacher. These tapes were made available to the student for his own analysis at a later time so that he might have a visual record of his behavior during performance. The School of Music has found this to be valuable enough in their teaching to invest funds from their budget to purchase video equipment of their own.

The School of Journalism

The Director of the Center helped Professors Jack Williams and Ray Nelson in the School of Journalism to develop an independent study program which exposed them to many of the critical variables involved in planning for instruction. This included becoming familiar with the many pieces of instructional hardware available at the Center, as well as studying several approaches to instructional planning which are available through tape, film, and filmstrip presentations. Additional faculty members in the School of Journalism will follow this same pattern during the academic year 1970-71.

The Center also provided some special pieces of equipment for Professor Edward Stephens to use in his advertising classes. These included film splicing and projection equipment which was made available to the students so that they could produce their own advertising films.

The Technological Institute

Professor Gustave Rath in the Department of Industrial Engineering and Management Sciences was supported by the Center for a course in Industrial Design which was offered jointly with the Department of Art. One of the assignments in the course involved the selection of a system, a description of that system in written form, and a pictorial representation of the system, without the written description, through the use of 35mm slides presented sequentially. The Center provided cameras and film for this activity. A number of faculty and graduate students in the Technological Institute have used the facilities of the Center during the year to prepare visuals and audio tapes for individualized instruction activities.

The Medical School

During the year the Center for the Teaching Professions was involved in a number of instructional improvement projects in the Medical School. The Director participated in a workshop on Teaching Techniques which was sponsored by the Department of Anesthesia. Informal conferences with several members of the department were arranged following the workshop to discuss possible solutions to instructional problems. The Center was able to support the travel and expenses of Professor Hugh Burford, Director of the Student Laboratories in the Medical School, so that he might attend a seminar-workshop on television production which was held at the National Medical Audiovisual Center in Atlanta, Georgia. Dr. Burford is involved in the installation of a closed circuit television system in the Medical School which can be used in the student laboratories for instructional purposes. This system will link the facilities of the teaching hospitals adjacent to the Medical School with instructional centers within the Medical School so that students will have access to a much wider range of instructional resources.

During the year the Director of the Center met on numerous occasions with Dr. Theodore Fainstat of the Department of Obstetrics and Gynecology. The Center helped Dr. Fainstat design an evaluation program for some individualized instruction efforts which he had been able to implement in four of the teaching hospitals. Although the Center was not involved in either the funding or the design of these efforts, they represent an innovation which is worth describing. Dr. Fainstat obtained the use of a large room adjacent to the delivery area in each of the four teaching hospitals. In each of these rooms he placed three individualized learning carrels equipped with an inexpensive cassette tape recorder, earphones, and a carousel slide projector which projected onto a small viewing screen directly in front of the individual who might be seated at the carrel. He has assembled a large number of single concept, self-instructional units on topics which would be useful to interns and residents in obstetrics and gynecology. These are available for the interns and residents to use during the time they are waiting to be called to the delivery room. In addition, these self-instructional units are available to other persons in the hospital who might have a use for them. An analysis of the evaluation of this program indicates that the staff and students use the teaching stations frequently and are enthusiastic about this method of learning.

The Director of the Center has met with representatives of the Department of Psychiatry for a review of plans formulated by its Undergraduate Curriculum Review Committee. The Center will become additionally involved during the academic year 1970-71 as this committee begins to develop plans to evaluate some of the curricula innovations which will be implemented this year. The Director of the Center also spent considerable time with a group of students in the Medical School who, with the approval of the administration, were attempting to evaluate the grading system in use in the Medical School. The present system is an Honors, Pass, No-Pass system which, in the eyes of the students, has both advantages and disadvantages. The Center contributed some small amounts of money to help these students in the mechanics of their operation.

In addition to the types of projects mentioned above, the Center became involved with one elementary school district during the year in helping the superintendent prepare a series of in-service presentations for faculty and

teachers concerning the interaction between innovations in teaching and student behavior. The series was well attended by both teachers and parents. The experience gained in this type of activity will be useful during the second year of Center operations, since the staff of the Center will be increasingly involved in relationships of this type with public school districts and junior colleges in the area.

During the year the Center supported one instructional improvement project in a private school adjacent to the Evanston Campus. This project tested the extent to which children of kindergarten age could be involved in constructing their own visual materials and in using these materials to present a useful lesson about artists and their world of work. The teacher was interested in taking children to places where people were engaged in creative arts, and having the children create some type of record of these experiences. The Center provided cameras and inexpensive tape recorders, plus some support for involving creative artists in the program. We learned that children can use media successfully and can relate their experiences through media in a way which accurately reflects the vocational activity which they witnessed.

The University Library

Those of us interested in the improvement of teaching at Northwestern became increasingly aware during the year that reports and descriptions of innovative teaching projects at other institutions were not readily available through the usual journal sources. On many occasions need for the resources of the recently established informational system known as ERIC was expressed by students and faculty. These initials stand for the Educational Resources Information Centers established throughout the country by the U.S. Office of Education. Each of the centers makes available through a microfiche system information about many aspects of education not available through the journal literature. The library at Northwestern University has available the ERIC Index for all the centers, but as of last year we did not have available any of the microfiche material itself. The Center was able to put together from four different sources, including its own funds, an amount sufficient to allow the University Library to obtain the ERIC collections. The Library will assume the responsibility for keeping the collection up to date. A portion of the Center's contribution involved the purchase of portable microfiche readers which will be available in the Library and at the Center for those individuals who wish to use the microfiche rather than pay for printed copy to be generated from the microfiche card.

The Media Laboratory

During the year the media laboratory of the Center was equipped with various items of educational hardware to be used by faculty members in their teaching and to be available as demonstrational equipment for faculty members and students who wish to learn about the use of media in teaching. The media laboratory now has available portable television equipment for micro-teaching projects, film projectors, cameras and equipment for making super 8 and 16mm film presentations, overhead projectors, tape recorders, and other useful educational equipment. The majority of this equipment is portable and can be checked out for use on campus. The use of this facility has steadily increased during the year so that we are beginning to encounter occasionally some short waiting time to gain access to the equipment. Our most popular piece of hardware to date has been the portable

T.V. system which allows an individual to go to a remote location with a portable camera and recorder to tape classroom activity for playback on the equipment available at the Center. Two assistants are available at the Center to demonstrate the equipment and to teach individuals how to use it. We have established a Center policy which discourages Center personnel from becoming the users of the equipment in instructional situations where it may be required. Our objective is to involve faculty and students in the use of instructional equipment and to help them learn to use it so that they will not be dependent upon others for media presentations. Within the media laboratory we have utilized the capacity of one file cabinet to date for a file of catalogs and brochures of educational media and materials available throughout the country for use in teaching.

Center activities have been planned with interested faculty for the purpose of providing a program of meaningful activities for graduate students, especially teaching assistants, who wish to learn more about teaching. Early in the year, Professor David Epperson, a joint appointment of the School of Education with the Center for Urban Affairs, became involved with Center staff in planning a summer workshop for approximately 15 teaching assistants in the Departments of History, Political Science, Philosophy, and Sociology. A workshop was planned to assist selected teaching assistants in these departments expand their capacity for instructional effectiveness and innovation, as well as give them an opportunity to develop skills and insights about their future roles as college teachers. Rather than approach the problem from the traditional point of view of a "how to do it" experience, the activity was planned to help prospective college and university faculty members test out alternative teaching strategies so that, in their instructional planning, they will be able to better understand and reconcile the often competing demands from students, society, educational institutions, and the disciplines. The workshop included training activities which were developed:

1. To help the participant conceptualize critical dimensions of the teaching-learning process;
2. To expose them to the newest curriculum materials and instructional media in their respective disciplines;
3. To assist them in developing the skills necessary to collect and make use of a variety of data in making instructional decisions;
4. To provide opportunities for them to interact with undergraduate and graduate students in a controlled, small group situation;
5. To orient them to the folklore and characteristics of student cultures in an effort to enhance their ability to get within the frame of reference of their students;
6. To provide an encounter with selected representatives of society to consider alternative interpretations of instructional relevance; and
7. To offer a setting for the testing of instructional strategies that have grown out of the training experiences mentioned above.

The evaluation of the workshop by the participants involved contributed many

insights which will be useful in the construction of similar experiences during the project year 1970-71. The Center will invite teaching assistants from the Technological Institute and the sciences to participate in a similar workshop experience during the winter and spring quarters.

Early in the year, the Director of the Center discussed with the Dean of the Graduate School the problems faced by departments in their attempts to provide some type of training activity for teaching assistants. By tradition, the teaching assistant in American higher education has had a status much below that of the research assistant. The teaching assistant is usually paid less and receives no formal recognition for his teaching contributions in relation to his doctoral program. The research assistant, on the other hand, is usually paid more and is often involved in a research program which provides the data for his Ph.D. dissertation. As a result of these discussions, the Center proposed to the Curriculum Committee of the Graduate School that a seminar be established within the Graduate School which could be offered by any department as a way of giving the teaching assistant an opportunity to prepare for his instructional tasks. This course, E70-Seminar on College Teaching, is listed in the Graduate Bulletin for 1970 and carries the following description:

"Available to departments for the purpose of organizing experiences designed to introduce advanced graduate students to methods, strategies, and problems involved in teaching at the college level. (One course unit of credit. Can be taken for two quarters.)"

The course is listed as a general graduate school course which means it does not have department ownership. In this way a graduate student in any department can take part in seminar activities without having the course appear on his transcript with a specific departmental affiliation. This seminar can be repeated twice for credit. Most of the teaching assistants in the summer workshop registered for E70, and the Center is helping several departments plan their E70 experiences for the coming year.

Through The Center for the Teaching Professions, Professor Epperson also worked with a committee of the Associated Student Government in a project to investigate various methods of involving students in the evaluation of their own instruction. The Center arranged for the students to meet with representatives of the Educational Testing Service. They are presently negotiating with ETS about ways in which the Educational Testing Service could use Northwestern as a pilot campus in the development of strategies for student evaluation of teaching.

During the year the Center Director discussed with the Advisory Committee the need for providing a mechanism for faculty members to become more closely associated with the day-to-day activities of the Center so that they might profit from the varied backgrounds and thinking of Center associates. A program of Faculty Fellows was initiated, and the first Faculty Fellow of The Center for the Teaching Professions was an appointment from the Medical School. Dr. Fredric Burg of the Department of Pediatrics will be spending approximately half of his time with the Center next year in learning all that he can about teaching and education so that he might prepare himself to become an educational specialist for the Department of Pediatrics. Dr. Burg's appointment was followed by that of Professor Hugh Burford of the Department of Pharmacology in

the Medical School. Dr. Burford, the Director of the Student Laboratories, is involved in planning for the utilization of instructional media in the Medical School. He will also be spending two or three afternoons a week at the Center taking advantage of the program opportunities available there.

Faculty Fellow appointments are accompanied by support of up to \$500 for the Faculty Fellow's use in implementing any innovative teaching plans which he may have for the year. Additional Faculty Fellow appointments are anticipated, and it is hoped that within the coming year we will have at least one Faculty Fellow in each of the schools of the university. As indicated above, Faculty Fellows represent individuals who have already demonstrated a commitment to creativity and change in university teaching.

The use of visiting associates throughout the year was related, for the most part, with the summer workshop for teaching assistants. A number of individuals from the public schools and area colleges were brought in for the micro-teaching component and as subject matter specialists to help the teaching assistants in their planning. During the spring quarter, the Center had as a visiting associate Professor Frank Cox from Santa Barbara City College. Professor Cox wished to spend a portion of a sabbatical year at Northwestern working with some faculty in the area of the behavioral sciences. The Center was able to make arrangements for him to become involved in activities at Northwestern, and in return we utilized his expertise in junior college teaching. Professor Cox met with graduate students interested in junior college teaching on several occasions and worked with several members of the faculty who were interested in learning about the Introductory Psychology course which he had developed for the junior college area. Professor Cox is the author of a popular text book in Psychology written especially for the junior college level.

No year is complete without some efforts which should be judged less than successful. During the year, the Center surveyed faculty at Northwestern to determine their interest in a program for a self-educating experience of the type suggested by Professor Paul Bohannon of the Department of Anthropology. Faculty responses for this type of program were enthusiastic; however, when the Center approached those faculty who had indicated common areas of interest, we found that the problem of agreeing upon a time, and requiring faculty to make a commitment to attend sessions at a specific time, left us with too few people to be involved in a workable program. Enthusiasm of the faculty for such a program is genuine. Those who are enthusiastic, however, are persons who are involvement oriented; hence, they tend to be overcommitted throughout the year. This factor, together with the student strike during the spring quarter, prevented a successful implementation of this program during the first year. The Faculty Fellow program may prove to be the solution to the involvement of some faculty in self-educating experiences, and the Center hopes to implement these efforts during the 1970-71 project year.

An additional disappointment during the first year was the lack of success in recruiting a Program Director. A search committee made up of faculty members in several disciplines within the university worked with the Director in a national search for an appropriate person to fill this position. Midway through the search it became apparent that we were seeking an individual for whom no model existed in doctoral programs throughout the country. Credentials tended to distribute themselves into two general categories. On the one hand, we

examined the backgrounds of a number of persons who had excellent credentials in the area of educational technology and its use in teaching. Nearly all of these persons, however, appeared to lack any demonstrated commitment to the involvement of teachers in planning for change. A second type of individual presented credentials built around a demonstrated competence in research strategies for the study of teaching and instruction but with little evidence of a commitment to innovative teaching themselves. In several instances, we examined the credentials of persons in the field of higher education whose points of view seemed to be that of rejecting everything within the system and building an approach to instruction within higher education based upon the free school model.

Our search for a Program Director will continue during the 1970-71 project year. We have been most fortunate in being able to utilize the talents of two of our recent Ph.D. graduates in the School of Education as Program Directors for the 1970 project year on a one year appointment. Dr. Steven Holbrook, Assistant Professor of Education, received his Ph.D. degree in Educational Administration last year and served as an Assistant to the Dean during his tenure as a graduate student. Dr. Holbrook will be working with the Director in implementing programs within Northwestern during the 1970 project year.

Dr. Beecham Robinson, a Ph.D. graduate of the School of Education in Educational Administration, has joined the Center for a year as an Assistant Professor of Education to assume responsibilities for the development of projects with junior colleges and other educational institutions within the Chicago metropolitan area. During the project year 1970, the Center will begin to develop relationships with educational institutions for the purpose of becoming involved in program activities with their teaching faculties.

Both Professors Holbrook and Robinson have had extensive experience in teaching in higher education and in the public schools. Our support personnel for the project year 1970 consists of three doctoral students who are trained in the area of technology and instruction and who work with individuals in the media laboratory in helping them prepare for the use of our equipment. In addition, we have arranged for part-time assistants, as needed, from a number of knowledgeable students on campus who have skills which are quite useful in implementing the many programs of the Center.

During the project year 1969-70, the professional activities of the Director paralleled the general concerns of the Center. He served as the Northwestern representative on a committee of the State Board of Higher Education convened to plan a model for an Instructional Resources Consortium for the Chicago metropolitan area. Portions of this model were funded by the State Board of Higher Education and the Director will remain as the Northwestern representative on a task force designed to promote closer working relationships between institutions of higher education in the Chicago metropolitan area relative to the cooperative use of instructional resources. During the year a book authored by the Director, Professor John Cotton of the University of California at Santa Barbara, and Professor Lee Seechrest of the Department of Psychology at Northwestern was published by Academic Press. The title of the text is "Psychological Foundations of Education-Learning and Teaching." The Director participated in a symposium concerning the evaluation of teaching at the American Educational Research Association meetings in Minneapolis. He also participated in a discussion panel on the Teaching of Educational Psychology at the American Psychological Association meetings in Miami Beach.

In anticipation of the termination of Kellogg Foundation support for The Center for the Teaching Professions at the end of its six year commitment, the Center has initiated beginning efforts which will lead to a self-sustaining operation. The School of Education has received a grant of \$26,000 from the Wieboldt Foundation to enable Professor John Wick and the staff of The Center for the Teaching Professions to construct a number of self-instructional programs on evaluation and measurement. These programs will be designed for the classroom teacher and for the layman who has no special training in testing or statistics. The facilities of the Center will be used to construct the programs and to test them. The Wieboldt grant represents a type of "spin off" research activity which would be difficult to undertake at Northwestern without the existing logistical support which the Center is able to offer. During the project year 1970-71, Center staff will initiate several proposals of this kind.

THE CENTER FOR THE TEACHING PROFESSIONS

PROGRAM PLANS FOR THE PROJECT YEAR 1970-71

During the project year 1970-71, the Center proposes to continue its commitment to a number of individual efforts established during the previous year. We shall continue the formation of partnerships with departments in allocating financial support to innovative instructional projects. During the year the Faculty Fellow program will be expanded so that we should have approximately eight to ten Faculty Fellows representing the major discipline commitments within the university.

Professor Robinson has already contacted several junior colleges in the area and has received encouragement for Center involvement in the preparation of in-service training models which would be useful for junior college faculty. Professor Holbrook will be concerned with establishing a more personal communication link with all of our departments so that the Center can more effectively respond at the departmental level to the instructional problems which are relevant to the purpose of the Center.

Specific activities which are being planned and/or implemented for the project year 1970-71 are as follows:

1. A newsletter containing information about Center programs and activities is being prepared and will go to all faculty members about November 1. This newsletter will contain items of interest about teaching nationally, as well as specific information about the way individual faculty members can use the resources of the Center. We plan at least two, and possibly three, issues of this newsletter during the academic year.
2. The chairmen of departments in the Technological Institute and in the basic sciences are being approached concerning the possibility of establishing a Seminar on College Teaching under the E70 registration for teaching assistants in Tech and in the sciences. We will initiate the seminar during the winter and spring quarters, with the winter quarter being used by the students to plan the specific experiences which they would become involved in during the spring.
3. A colloquium series is projected for the purpose of bringing to the campus interesting and knowledgeable persons who have something worthwhile to say about teaching. We plan three colloquia during each quarter, with the first to take place in October on the topic of Behavioral Modification Techniques in Teaching. In addition to these colloquia, we will be bringing to the Center persons involved in innovative educational programs in the Chicago metropolitan area for informal interaction with interested students and faculty. The first of these will take place in October and will involve an individual who has been active in establishing experimental private schools in the Chicago area.
4. During the spring quarter we will have a formal symposium on the

topic of College Teaching which will involve the presentation of publishable papers by eight to ten individuals of nationally recognized status. These papers will be edited and published under the sponsorship of The Center for the Teaching Professions. A tentative commitment from a publisher has been obtained.

5. During the year we will be offering short instructional courses involving faculty and students who wish to learn how to use the equipment we have available in the media laboratory. In most cases these short courses will be offered by educational representatives of the manufacturer of the equipment.
6. Plans are being formulated, with the help of a nationally recognized film consultant, for several short film programs to present to the various departments the creative potential of film in college teaching.
7. The media laboratory will continue to be available for micro-teaching sessions which departments may wish to initiate. The Departments of Chemistry, English, and Philosophy have already indicated the need for some considerable use of our video equipment in helping their faculty members and graduate students become better prepared for their teaching experiences.
8. During the year the reference resources of the Center will be expanded to include many books, pamphlets and periodicals on teaching which will be made available to interested faculty and students on a check-out basis.
9. The Center Director plans to work closely with the Director of our TTT Program and the Director of our Curriculum Center in English so that the resources of the Center might better be coordinated with these other relevant activities.
10. The Center shall continue to be sensitive to the need for support of self-initiated faculty projects relating to the improvement of curriculum and teaching. Recent discussions with faculty members in the Law School and the Dental School indicate that the Center will soon become involved in teaching projects in these schools.

In general the strategies which were successful during the first year of Center activity will be expanded and revised as needed. Our first year represented an inductive year in which the larger mosaic of Center purpose, as expressed by the three basic objectives given at the beginning of this report, served as a background for projects and programs which help to establish the relational dimensions of the parts of the mosaic. Activities during the second year should represent a broadening in scope beyond the approach of the first year so that the Center will be addressing itself more to expanding dimensions within this mosaic rather than to smaller pieces of it as represented by the beginning year. This should take the form of broader involvement in teaching improvement throughout a Department, a wider range of efforts to help graduate students and the Graduate School realize the importance of preparing to teach, and increased opportunities for faculty who are creative teachers to help those who wish to move toward innovation and creativity in their teaching.